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ABSTRACT

The special needs of older adults in relation to community colleges were studied with the intent to (1) identify Southern California community colleges which have a special program for older adults, (2) identify and report the characteristics of selected programs, and (3) delineate the effect of Proposition 13 and under-financing for programs. Of the 55 Southern California community college catalogs reviewed, 19 were found to have special programs for older adults. Of these, 6 colleges were visited and the directors of the programs were interviewed in the areas of instructional services, community services, financing, organization, and plans for the next two years. Efforts to bring older adults out of an isolated environment was a major goal for most of the programs visited. It was recognized that the aging do not have similar goals to those of the traditional student. Most of the community service programs were academic in nature, serving to facilitate re-entry into higher education. Primary funding for these programs were from institutional sources as a result of Proposition 13. Plans for the future focused on finding ways to keep the programs going financially. A review of the literature, recommendations, and a bibliography are included. (MB)

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AN INVESTIGATION OF SELECTED COMMUNITY COLLEGE PROGRAMS FOR OLDER ADULTS

By

Elias L. Dib

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CHAPTER 1

INTRODUCTION

The Community College holds a distinctive position in the hierarchy of higher education. As its name implies, the localized approach of these colleges meets the needs and demands of their constituents. Community colleges are less bound by tradition than four year colleges and universities, enabling them to respond promptly with programs which meet the many and ever changing needs of a community.

It is in this same spirit of responsiveness, the writer believes, that the Community College should seek ways in which it can serve the steadily increasing number of older residents in its own region.

Statement of the Problem

It is a well-known fact that older Americans require a broad range of educational services to assist them in life-change situations and in finding new outlets for skills and interests. At this time, however, most programs are not designed to fulfill the needs or interests of the older adult in the educational setting. Education is for all ages and yet all ages are not responsive to formal education in its present format.

There is an age movement in the United States, and most estimates agree that the 65 plus population is growing much faster than the rest of the population. In 1900, about four percent of the population was over 65. By 1970 that figure had risen to 10 percent (or 21 million people) and present population estimates show at least 33 million people as being over 65 in the United States. Demographers estimate by the year two thousand about 50 million people will be 60 and over. The vast majority of this group will be healthy, mobile and independent.[1] Carlson (1972) has estimated that about 30 percent of the elders are excellent targets for college enrollments. Over 2.0 million people 65 years and over reside in California, and the number continues to grow each year. A major portion--about 600,000 of the total resides in Southern California.[2]

The older adult faces a number of barriers in becoming a participant in a conventional education program, among which are obstacles rooted in the mythology of aging and the sterotypes which form the attitudes of large numbers of Americans. Often, program procedures and operating policies are in contrast to the needs of the older adult. The cost of participation is also another concern to older adults. as many of them live on limited or fixed incomes with very little left over for outside activities. The standard routine of application and registration is a tedium to most older adults and often found boring. There are also the problems of transportation, availablility of facilities and the problem of adequate staffing.

The California Higher Education Study for the Aging (CHESA 1975) pointed out these specific needs:

1. That the objective of education should be to restimulate creative thinking and to take advantage of existing elderly talent.
2. A need for education programs to better qualify persons who work with the elderly.[3]

The McClusky study (1971) prepared for the White House Conference on Aging stated that the needs of the elderly are varied, but fall into four general categories:

1. Coping - the need for basic education on how to deal with life in such areas as health, finances, law, housing, relationships and rewarding use of leisure time.
2. Expressive - the opportunity to create and to build upon ideas through educational programs that stimulate such creativity.
3. Contributive - the need to give one's self, satisfied through educational programs that will allow participation from a formulative and administrative basis.
4. Influence - an education program that will be responsible to the needs and desires of the elderly.[4]

Therefore, this deficiency in education for older adults has been recognized, and there is a growing awareness among educators that the Community Colleges are in a key position to meet the needs and interests of the older adults.

Purposes of the Study

The purposes of this paper are:

1. To identify Southern California Community Colleges which have special programs for older adults.
2. To identify and report the characteristics of selected Community College programs in Southern California for older adults.
3. To identify the effects that Proposition 13 is having on such programs.

Importance of the Problem

The CHESA Report (1975) points out that educational activitiy can act as a key to better health and increased happiness of older adults. In addition, the national trend to improve and expand services for the elderly has created a need for trained manpower. Many problems faced by the elderly cannot be resolved until understanding is gained and attitudes are changed. It must be recognized that the problems of the elderly are not isolated concerns but are a part of common human needs. Age places a different emphasis on some aspects of life and this need to be understood by those who provide educational services to the elderly. Education directed at the aged will bring these concerns into focus and help change attitudes about the aging. Therefore, in compliance with the purposes of this study, that of providing some insight on a particular geographical area as to indicate what is being done, a comprehensive education program for older adults should provide some of the following:

1. Programs in the community that meet the special needs of the elderly.
2. Retirement planning and preparation programs on a regular basis.
3. Occupational or vocational training programs for those desiring new careers.
4. Counseling and guidance for the elderly on educational, vocational and informational matters.
5. Advance placement in degree and certificate programs for the elderly.
6. Supportive services as appropriate and complimentary to the institution's program for the aged.
7. Programs in Gerontolgy for persons working with or desiring to work with the elderly.

These areas are all of major importance to the problems facing older adults in the U.S.A.

American life is being transformed by the aging of its population. Today, the older population numbers 33 million and projections have it passing 50 million during the next two decades. Active older adults are now substantial and are surely increasing from their present 10 percent to 13 or 14 percent by the year 2000. Therefore, educational services should be directed towards their needs and goals.

Older adults have not yet been drawn in large numbers to formal education programs. An estimated 4.5 percent of those aged 55-64 and only 1.6 percent of those 65 and over have participated in these kinds of programs, despite older Americans today having a better educational background than ever before. Today's 60 year olds average about 12 years of education and by 1990 the figure will be the median educational attainment of all older Americans.[5]

In a project funded by the California Commission on Aging at Bakersfield College (Final Report 1974), these significant observations were made:

1. That education is a term often misused and little understood by the elderly as it may or could affect them directly.
2. That present institutional efforts to provide educational needs for the elderly are structured with little or no awareness of their actual concerns or restraints.
3. That most institutions provide very few educational opportunities specially designed for the elderly.
4. That in the absence of reliable data, little institutional planning is considered which accomodates the educational needs of the elderly.
5. That older persons in more rural areas have even less opportunity to pursue educational activities.[6]

Many of the outdated sterotypes about older adults are also being challenged by gerontological research which has demonstrated the effectiveness of older adults as learners, as valued participants in multigeneration classroom discussions, and as curious, inquiring individuals.

It is now also recognized that learning abilities do not switch off at age 65 or any other age. (This point is very encouraging to the student-author). Indications are that older learners can outstrip young learners in certain activities, especially those relating to self-awareness. Some people actually gain in level of learning performance after age 70.[7] It is also recognized that learning abilities are much more a function of physical health and other factors than of chronological age. The values of greater self-esteem, of increased feelings of personal worth, and of renewed social participation are some of the gains achieved by older students as recorded in current research studies. This dawning perception argues significant changes in the educational system in meeting the educational needs of older adults.

Financial assistance is an extremely important factor in accomodating the educational needs of the elderly. If tuition is charged at an institution, this must have a waiver clause if any significant number of older adults are expected to attend. Any charge will eliminate a large number of the elderly on limited income--virtually, the very ones that need education most. With this in mind, the recent passage of Proposition 13 could prove to be a stumbling block to the older adult who is participating in education programs. However, if educators are sincere about the humanistic and social potentials among the elderly, means will always develop to finance their programs and their participation. In a recent editorial, "Never Too Old to Learn," by the Los Angeles Times (September 22, 1978) the point was made that:

> Educators, legislators and the public should be re-evaluating the entire state higher education tuition system this year in light of rising costs and changing needs.
>
> The fee waiver program for the elderly deserves retention and expansion as long as it doesn's cut into the education younger students need. It should be kept well in mind as priorities are set. .[8]

The Community Colleges, less bound by tradition than the four year colleges and universities, should develop leadership roles in developing programs for older adults. As with a newly established industry that needs specialized machine operators and is able to mobilize qualified staff and suitable facilities to train prospective employees, or if a series of seminars is needed to acquaint high school football

coaches with new rule changes, colleges undertake this assignment with little delay, so also should these colleges develop educational programs in their communities to meet the needs of older adults. Community Colleges should also realize that there is increased attention at both the federal and local level about the educational needs of older Americans, and that sooner or later the bulk of this responsibility will fall in the defines of the community colleges.

James W. Thorton in The Community Junior College (1966) comments:

> In the past, education has been considered essentially as a preparation for life. If this definition still limits the scope of the schools, the aging citizen is no concern of theirs. On the other hand, if education can also be considered as a continuing part of life, it can make significant contributions both to the individual well-being of the older person and to the welfare of society...[9]

Since a major portion of older adults living in California resides in Southern California, any contributions made by Southern California Community Colleges will be of major importance to the welfare of older adults.

Method of Study

The first purpose of this study is to identify Southern California Community Colleges which have a special program for older adults.

In identifying such colleges, fifty-five Southern California Community College catalogs for the years 1977-78 or 1978-79 were reviewed. Some related class schedules were also reviewed. The objective and criteria here was to look for educational programs specially designed and organized to serve older adults approximately 55 years or older. General Education courses or Lifelong Learning was not a criteria for this catalog review.

A review of the literature followed with particular emphasis directed toward programs in other community colleges. The Resource in Education Index was used as a source or guide to appropriate literature. In addition the Subject/Author reference desk was used to find additional materials on the study. Several books reviewed will be provided in the Bibliography. Two publications were especially helpful during the review: Aging published by the U.S. Department of Health Education and Welfare

Administration on Aging, and American Education published by the U. S. Department of HEW, Office of Education. Publications from ERIC and Clearninghouse for Junior Colleges were also reviewed.

The second purpose of the study was to identify and report the characteristics of selected Community College programs in Southern California for older adults.

Of the nineteen colleges identified six were visited and the directors of the programs were interviewed. (Content and scope of the interview form is provided in the appendices). The criteria here was also about programs specially designed and organized to serve older adults, 55 years or over.

The interviews centered on:

1. Instructional Services.
2. Community Services.
3. Financing, Plus the Effect of Proposition 13.
4. Organization.
5. Plans for the next two years.

The third purpose of the paper is under financing and that is to find out the effect Proposition 13 is having on programs for older adults.

On this basis, the information secured from the interviews was revised. An extensive revision of statements were made in the interest of clarity and brevity. The results of the analysis and the interpretation of the findings comprise the characteristics of most of the programs investigated. Summary, conclusions and recommendations were then made of the study.

Definition of Terms

Older Adult - People who have reached the final stage of the normal life span considered to be 55 years or over. The word "older adult" will be used synonymously in this study with the terms; older persons/people, older students, older Americans, aging/aged, and senior citizens. Senior citizens was found objectional by most of the older adults interviewed and therefore the term is used only in areas where use cannot be avoided.

Limitation and Scope of Study

The area of concentration for this study is limited to Southern California Community Colleges. Of the nineteen colleges identified with programs from the fifty-five catalogs reviewed, six have been selected in describing the characteristics of the programs they have. Attention will be focused on the educational services, community services, financing (including the effect of Proposition 13), organization and plans for the future.

Also, there will be a review of selected literature on the education of the aging - including reports of some Community College programs. This study is not a guideline for starting a new program. However, it can be an example of what other colleges are doing in meeting the needs of older adults. In this study older adults are identified as persons 55 or over.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature for this study is guided by the need to provide some background on the education of the aging and also to provide information regarding some of the community college programs that are directed toward older adults.

In their final report of a senior citizens project at Bakersfield, Carlson and Pains (1974), indicate that at present, of every hundred older persons, sixty-seven live in a family setting, twenty-eight live alone and five in an institution. Ninety-five percent of the aging are not in institutions.[10] In addition, they noted that the aging for the most part do not have similar goals to those of the traditional students. They are not interested in grades, tests, etc., but are interested in learning. They are also more at home among their peers and have a surprising interest in a variety of classes and programs. Therefore, educators should not limit their thinking of programs for the elderly to these of direct gerontological importance, the elderly are also interested in very cerebral and wide ranging types of programs, provided they are presented in a non-threatening way with learning being the primary objective.

Roth (1978) in her topic Education's Gray Boom stresses that, the idea that capacity for learning shrinks with the years is an outworn notion that has been generally discarded.[11] She indicated that what interests most older Americans depends on their immediate needs. Companionship in learning and stimulation may be the most important need for some. For others, the key may be training in new skills that are salable at age 55. Then, too, there are many older people who are like the woman who held a late-in-life job as a wash-room attendant and who, upon retirement, curiously wanted to study algebra and higher mathematics. Her reason was that math was as far removed as she could imagine from the everyday work she had hated for so long.

Riley and Foner in a study for the Russell Sage Foundation (1968) found that the education of older people, like their health or their income, affects their position in society. Education is correlated with income, occupational and employment experience, and community status, as well as with many types of behavior and attitudes.[12]

Gurien et al, (1960) in an overall evaluation, said, "Older people in general, (especially the category aged 55 and over appear to view themselves quite positively, as younger people do. In this study a great majority (over 80 percent) of older people 55 plus perceive strong points in themselves, their characters, or the ways they perform their roles, differing little from younger people in this respect. Self-acceptance seems to be generally positive (or at least neutral), although individuals show considerable variations. Also, most older people 55 plus admit also to various weaknesses and shortcomings in their personalities or their achievements.[13] Suchman et al (1958), in a study over 1,000 males, reported that older people generally regard themselves as less healthy than younger people regard themselves. Nevertheless, relative to medical evaluations of their condition, many older individuals assess their health quite positively. This fact supports findings from the National Health Survey, which reflects that only a small minority of older people aged 65 and over are too handicapped to carry on their major activity.[14]

Brim et al (1965) reported from a sample of 1,500 people that older people seem to view their job performance if not their intelligence, as positively as younger people do.[15] At the same time older people and older men in particular, seem less disposed than younger people to stress capacity of performance as features of their self-image, either positive or negative (perhaps because the old are no longer preoccupied with achievement from a competitive base, as that of personal satisfaction). Older people are more focused on various personal characteristics that stress "goodness" in a moralistic sense. Gurin et al (1960) reported that older people (55 plus) are more likely than middle-aged persons (35-54) to describe their strong points in terms of the moral worth of the individual. He also indicated that

older people 55 plus report fewer feelings of inadequacy in their marital relationships than middle aged persons do (regardless of sex or educational level).

Roth (1978) indicated that when oldsters are attracted to a learning center by a course in quilting or dressmaking, they often become comfortable enough in a school setting to enroll in something more nourishing to their mental interests and suitably proportioned to their capacities. She further indicated that reports from numerous education programs show that life itself has taught most oldsters enough so that their learning skills are plenty sharp. [16]

Galvin et al (1975) in a study that was designed to provide a need assessment of aging and retired persons in Southern California, indicated that older adults have a variety of needs and interests which should be taken into account in program planning; and the community college has an important role to play in meeting the educational and retraining needs of the elderly, particularly in pre-retirement assistance programs and post-retirement employment opportunities. [17]

Dorothy Powell, director of a consortium of six Arizona Community Colleges, named "Six Dimensions for People Over Sixty," is confident that the work she has done for and with older adults will be widely copied. The Community Colleges (Mohave, Gila Pueble, Maricopa, Pinal, Pima and Yavapai) represent the six educational planning districts in Arizona. The districts were funded for a 30 month funding period under Title 1 of the Higher Education Act. The funding ended last December; however, demand for the programs has been so strong that they are being continued. Each of the colleges differs from the others in cultural background of people served, physical terrain, existing services and media facilities. Six coordinators, one in each dollege district, provide both on-campus and off-campus classes and workshops. Through Six Dimensions they have involved over 5,000 older adults in activities this past year. [18]

The Gila Pueblo Campus on the San Carlos Apache Indian reservation instructs older adults to make things with which to supplement their incomes. In addition to arts and crafts, classes and courses in health, medicine and consumer information and a film series is shown to acquaint the Native Americans with other lands and cultures.

At Pima Community Colleges, not far from Tucson, classes are lumped in three categories. First, "how to" classes teach students to be self-sufficient and to save money repairing such things as home appliances and television sets. Second, craft classes in macrame', embroidery and collage, among others, are for fun or money-making projects. Third, enrichment classes widen horizons and keep brains active; there are offerings in literature, philosophy, psychology, the law, Spanish, English, creative writing, and a host of other courses.

At Pinal Community College, a skill swapping system has been set up. Two files were organized. Those who needed certain services (upholstery repair or grass cutting, etc.) and the other containing names of those willing to volunteer their skills. The person in need is matched with one volunteering the needed service. Once the two have made contact, they make their own arrangements for a swap. At Pinal Community College, a course in adaptation to widowhood is also offered. As a result of the Six Dimensions programs, a board of administrators from all community colleges in Arizona has been formed and meets regularly in Phoenix to further older adult educational planning.

At the Institute for the Study of Older Adults at New York City Community College, a course on the "Politics of Aging" was offered in the basement of a housing project in Brooklyn. The teacher hired by the Institute did not lecture, but drew upon the personal experience of the students. She wrote such words as "vote," "retirement," "politics" and "status" on the blackboard to stimulate discussion and encourage students to share their feelings.[19]

The above mentioned experiences indicate that the impetus to develop programs

can come from a variety of sources: older people themselves, administrators, instructors or community agencies, etc. Near Minneapolis for example, a group of older people appeared unannounced at North Hennepin Community College one rainy evening. They came to ask what the college proposed to do about providing education for them. As a result of this interaction with administrators at this college, by the spring of 1975 North Hennepin older adult programs enrolled cumulatively about 3,500 students in its classes, and total participation in all its events had been 12,046. Popular courses appear to be self-developmental courses such as psychology for everyday life through creative writing and painting classes. Research at North Hennepin Community College showed that while the seniors enjoy being on campus and socializing with younger students, a majority prefer having separate classes.[20]

At Tri-County Technical College in Pendleton, South Carolina, the President and Academic Vice-President, with help from the Center for the Study of Aging at Duke University and the American Association of Community and Junior Colleges developed a Human Services Program to give courses in nutrition, budget planning and cultural enrichment. They are planning an industrial retraining program with business and industry to retrain and replace retired persons in post-retirement positions. Says Tri-County's President, "We are more excited about the potential with older people than anything else we have done."[21]

The Dallas County Community College District, through its participating colleges, Richland, Eastfield, and El Centro, offered a cluster of courses in painting, jewelry making, sketching, design and needlecrafts. The older artist or craftworker has been able to renew an interest or a hobby, or to discover a latent talent, first for personal satisfaction and pleasure and second as an often unanticipated and welcome source of real income, and a kind of recognition of personal worth. Also personal services programs are presented. Short term topics cover Social Security Administration rules and regulations, physical fitness and diet, nutrition information for the older

person, tax regulations affecting the older person, the older consumer, legal problems including wills, estate planning and contracts, medical and health problems, and Medicare/Medicaid. Another popular offering in the personal needs group category is defensive driving. Defensive driving is encouraged by law enforcement officials and by some auto insurance companies.[22]

Shasta College, Redding, California took specific actions to set up a program for the aging. These include appointment of a college coordinator to institute programs and services relating to the aging. Programmatic implementation included: a successful fee workshop on pre-retirement; development of a new credit course "Introduction to Gerontology (Concepts and Issues Related to Aging)," the development of tapes to be aired on local radio and television stations on a variety of themes relating to the older adult.[23]

Los Angeles Valley College (one of the listed Colleges in Southern California, but not one of those visited) from January through August 1975, was involved in an Older Adult Work-Study-Serve project which provided work-study employment for adults over retirement age. In addition to working at part-time jobs at a salary of $2.25 per hour for 15 hours per week, participants enrolled in a three-unit specially developed course "Career Planning." Of the total number of applicants processed during the program year, 14 percent were over 70 or more years old. The total number of jobs developed was 194 and about 101 older adults were actually placed in jobs.[24]

Data from survey of 1,137 junior colleges, community colleges and technical institutes conducted by the AACJC in October 1972 and updated in March 1974 shows that these institutions are playing a vital role in addressing the needs of older persons in the communities they serve. Frankel (1974) indicated from this study that the practice of offering free or reduced tuition to the elderly seems to be widespread. She indicated that of the 1,113 institutions responding, 147 colleges of 43 states provided this service. Listed below are descriptions and scope of some programs which she mentioned.

1. Honolulu Community College (Honolulu, Hawaii) sponsors the Hawaii State Senior Center, walk-in multi purpose facility, devoted to the needs of the aged for adjustment and for the constructive use of referral service, and offers both basic educational and recreational activities. The center is funded by a grant from the Hawaii Commission of Aging, Title III, Older Americans Act.

2. North Hennepin State Junior College (Brooklyn Park, Minnesota, operates a "Seniors on Campus Program" that provides a wide variety of college courses for older adults, such as Senior Power, Preparing Income Tax and Indoor Gardening. Tuition is free and transportation is provided by the college. The program is funded by a grant from the Minnesota Governor's Citizens Council on Aging, Title III, Older American Act.

3. Snead State Junior College (Boax, Alabama) operates project DUO (Do Unto Others) and RSCP (Retired Senior Volunteer Program), which provides opportunities for elderly citizens to volunteer services in their areas of interest. Activities include writing letters for hospitals and it is financed by a RSVP grant from ACTION, with supplemental funds from various community organizations.

4. Kirkwood Community College (Cedar Rapids, Iowa) offers educational, informational and other opportunities to the elderly in the seven-county area served by the college. The program operates through the Office of Retirement Opportunities and Education, and employs 10 "specialists," at least 60 years of age or retired, in several areas of concern which include law and finances, family health and consumer education, housing, recreational and leisure time involvement, travel and transportation, and life crises and spiritual well-being. Under the project, which is funded by a grant from the Iowa State Commission on Aging, Title III, Older Americans Act, the college plans to develop preretirement programs, publish a senior citizens newspaper, initiate recreational programs and develop a source library.

5. Clark County Community College (Las Vegas, Nevada) operates a Meals on Wheels program that serves approximately 130 older adults each day. Students from the college drive the truck, participate in food preparation, undertake clean-up and service work, and conduct social activities. Meals are delivered to four sites and to 20 homebound people. The program is funded by a grant from the Nevada Division of Aging Services, Department of Health, Welfare, and Rehabilitation.

6. Florissant Valley Community College (St. Louis, Missouri) operates Project Circle (Combined and Integrated Resources for Community Learning Experiement) funded by a grant from the United States Office of Education, Bureau of Libraries. Phase I of this program involves a research effort to determine the informational and educational needs of the aged citizens of the community. Following that, activities will be geared toward developing model programs to fill those needs.

7. Seminole Junior College (Sanford, Florida) operates Project GREATEST (Giving, Recreation, Education, and Assistance to Elderly Seniors Today).

Its activities include a counseling service, a service to publicize the activities of the county senior centers, informal instruction for leisure pursuits and adult education classes offered at senior centers and on campus. The program is funded by a grant from the Florida Division of Family Services, Title III, Older Americans Act.

8. New York City Community College (Brooklyn, New York) provides educational experiences at community senior centers. A unique aspect of this program is the opportunity for community college students to gain experience in various aspects of program administration. It is funded by a grant from the New York State Office for the Aging, Title III, Older Americans Act.[25]

Finally Tamburello (1976) recommended that, as the nation's population of persons aged 65 and over increases to 20 percent of the total population by the end of the Twentieth Century, and as this group grows in size and political influence, their educational and related needs must be met.[26] Educational support requirements include programs which will improve the individual's potential to lead a more worthwhile and independent life, as well as those designed to educate and train manpower for service-rendering functions to the aged. The responsibility, he said, for providing these educational services must be shared by school boards, community colleges and universities, although it appears that the community colleges are the most flexible comprehensive organizations capable of acting in concert with school boards and universities. Recently, because of Proposition 13, the Los Angeles Times in its September 22, 1978 editorial section "Never Too Old to Learn" stated that educators, legislators and the public should be reevaluating the entire state's higher education tuition system this year, in light of rising costs and changing needs. "The fee waiver program for the elderly deserves retention and expansion as long as it doesn't cut into the education younger students need. It should be kept well in mind as priorities are set."[27]

There is indeed, an abundance of literature on the education of the aging, and in the education of the aging in community colleges. Only a small part of the literature has been reported here. Both general literature on the education of older adults and reports on specific community college programs for educating the aging have, however, been noted.

Chapter 3

FINDINGS

As an aid to identifying special programs for the education of the aging, 55 Southern California Community College Catalogs were reviewed. The following Southern California Community Colleges, it was found, have such programs:

1. Bakersfield College
2. Cerritos College
3. Coastline Community College
4. Fullerton College
5. Grossmont College
6. Los Angeles City College
7. Los Angeles Harbor College
8. Los Angeles Mission College
9. Los Angeles Southwest College
10. Los Angeles Trade-Technical College
11. Los Angeles Valley College
12. Long Beach City College
13. Mira Costa College
14. Moorpark College
15. Paloverde College
16. Riverside City College
17. Saddleback College
18. Santa Monica College
19. West Los Angeles College

Six of these nineteen colleges were selected for special study:

1. Bakersfield College
2. Coastline Community College
3. Long Beach City College
4. Saddleback College
5. Santa Monica College
6. West Los Angeles College

In the pages which follow, characteristics of these programs will be reported, and the effect of Proposition 13 on the programs will be noted. A report by Charles McIntyre will also be summarized.

Characteristics of Bakersfield College Programs

Older adult programs at Bakersfield College offers special classes geared to their specific needs, at convenient locations throughout the community, without tests, grades, or pressure. The classes are led by quality instructors and stress informality

and fellowship. There is no tuition or registration fee and older adults wishing to enroll in regular classes are also encouraged to do so.

It is important to note that it is based upon the findings in the doctoral dissertation by the Dean of the Downtown Campus, "California Community Colleges and the Education of the Aged." (USC, 1972), and the work of the Bakersfield College Senior Citizens Advisory Committee. Bakersfield College is located at 1801 Panorama Drive, Bakersfield, California.

The program provides learning opportunities for senior citizens in subjects of major interest and serves needs as determined by the senior citizens themselves. Subject areas include: health, nutrition, consumer concerns, psychological aspects of aging, Social Security and other benefits of the aging, world and national affairs, cultural enrichment including drama and music, arts and crafts, literature, and environmental problems. Sites in the Bakersfield programs include Kern City, Community House and Bethany Methodist Church.

Specific objectives of the older adult program at Bakersfield College are:

1. The individual "student" will gain in personal fulfillment from learning experiences offered through the program.
2. The "students" will realize improved personal information and thus improved life styles in their involvement in the program.

Courses are divided into four curriculum types at Bakersfield College. These include leisure, avocational, therapy and health and pre-retirement courses.

Leisure Curriculum

This category is extremely broad since it includes art, field trips, campus lectures, current events discussions, crafts, chorus, poetry and psychology among the active older adults; demonstration lectures and travelogue lectures among the convalescent hospital patients. Description of some of these courses include:

Art (oils) - conducted three hours once a week in outreach locations. Major problems have been that facilities have been to small for the required attendance (20-25); and the materials are too costly for low-income groups.

Field Trips - very popular among minorities and the low-income Anglos. The

trips have been at points of historical and cultural interest. The "students" attend a lecture before the trip, and many times at the destination. The only problem has been that of inadequate budget and since the constituency is low-income, there appears to be no solution.

Current Events - This course has wide appeal among middle and upper middle income groups. Class length is 1½ to 2 hours and the frequency varies with the site, sometimes once a month or once a week.

Demonstration Lectures and Travelogues in Convalescent Hospitals - This part of the program is dependent on the hospital personnel to provide registration information, to see that the patients are present when the classes begin and to offer assistance with instructor aids. This program is freighted with problems. There is a low rate of attendance continuity and a constant new enrollment.

The Psychology of Aging - This was a difficult course to "sell" to older adults in the beginning, but once they became involved however, it became extremely popular and inspired interest in a subsequent encounter group.

Poetry - The content is thematic, and there is a deliberate avoidance of concern for poetic form.

Avocational Curriculum

Any of the leisure curriculum fits into this category as well as it leads to economic possibilities. There are other subject possibilities such as welding and welded metal sculpture and also ceramics, stitchery and sewing. Others desire to make art objects for sale; and some wish to use their training to establish repair shops.

Health and Therapy Curriculum

Classes here consist of personal concern groups which meet once a week for 1½ hours with one of the regular conseling staff. The "students" must have a great deal of confidence in the instructor and also establish a firm acquaintance with each other, as personal matters are discussed. 12-14 persons is the required optimum for this class.

Bakersfield College recognizes and attends to the many needs of the elderly, inclusive:

Transportation - a senior citizen "discount" service or free pass for public transportation, "Dial 'a' Bus" Programs and/or significant volunteer assistance.

Information and referral - a central clearing office for information on programs and services available to the aging. Information is also available on personal problem solving

Recreation - Social contacts and recreational activities are organized to provide opportunities for the elderly to give valuable services to these and to provide local recreational outlets to relieve loneliness.

Social Services - aid given to older adults through locally organized volunteer or paid services, to enable them to take care of themselves, and remain in their family surroundings. Home Care services particularly on a day-time basis is important to the program.

Gerontology classes - are also taught at Bakersfield College in order that staff and other school personnel and also the public can have an in-depth understanding of the aging.

Bakersfield, through its instructional services and community services, meet many needs through the educational setting. New programs are developed within the existing educational framework to teach new skills, develop latent interests and talents, to stimulate the mental and social life of the elderly, help the elderly prepare for retirement, assist in solving specific kinds of problems such as nutrition, health, etc., and also provide adequate recreational outlets for the aging. Pre-Retirement programs include specialized subject areas such as investment planning, Social Security information, etc. The greatest support for pre-retirement programs comes from large corporations and government offices.

Financing

Financing of the Bakersfield program for older adults is basically from the State Department on Aging. The project is based on developing a program supported by Average Daily Attendance (ADA) as regular continuing education classes are supported.

Local financing is very limited and private donors contribute occasionally in procuring needed equipment.

Effects of Proposition 13

So far, proposition 13 has had no effect on financing the program from the state level. However, there is caution that some of the granting agencies might pull out their support if their funding becomes affected by Proposition 13. This could create

some problems as this program is attempting to determine that educational institutions could support programs for older adults without having to expend significant amounts of money taken from other programs or categories.

The older adult program at Bakersfield has a director who reports to the Dean of the Downtown Campus. Additions for the next two years will be to keep the program growing.

Characteristics of Coastline Community College Programs

The Emitus Institute is a special program at Coastline Community College, operated and directed from the headquarters at 10231 Salter Avenue, Fountain Valley, California. There is no fixed campus because Coastline campus is the community, and its students include the old and those for whom retirement is not an unskilled endeavor. Coastline is the college without walls because it believes that there should be no barriers to learning.

The Emeritus Institute is designed to meet the particular desires and interests of older adults. This, in association with the Emeritus Alliance, an advisory committee comprised of a cross-section of the community, involved in advising, planning and evaluating the educational programs, have developed the following objectives for the program:

1. To provide a wide variety of topics as requested by individuals and groups of senior citizens.
2. To provide the administrative and instructional support necessary to ensure enrollment, quality of instruction and responsiveness to community interests and needs.
3. To provide programs meeting the special needs of the aging population at various community sites including community centers, libraries, nursing homes, schools and other convenient facilities and at times convenient to older adults.
4. To provide counseling and guidance on education, occupational and informational matters for older adults.
5. To provide retirement planning and preparation programs on a regular basis for older adults and for faculty and staff.

This program is particularly concerned to alleviate current obstacles or barriers for older adults desiring to take advantage of educational opportunities. This is done by designing streamlined registration (on-site), placement tests (if any), fee (if any) and other techniques.

Recommendations from the Emeritus Alliance provides for the use of non-traditional teaching approaches and techniques designed to serve the need of the older student.

There are over 200 classes of special interest and benefits to older adults being offered this semester at senior centers, residential centers and community buildings. In subject and in presentation, these classes are designed with the needs of the older adult in mind.

Instructional Services are mostly in the self improvement and leisure time courses and short-term residential courses such as Lip Reading, Creative Writing, Home Repairs, Crafts, Painting, Ballroom Dance, Nutrition, Health - Later Years, Adventure with Music, Bio-Feedback, Spanish, Adventure in Music.

Community Services are provided through educational services and recreational and cultural programs. Special recruiting efforts are provided through mailing and on-site registration. Special admission policies are provided through streamline placement tests (if required). Fees are also streamlined if any are required. Library privileges are provided through the use of community libraries. There is, however, no academic counseling at this stage for older adults.

Recreational and Cultural Programs include Ballroom Dance, Film Musical, lecture series, theater arts, yoga, Physical Education courses (Adult-Fitness, Slim and Trim), and travel courses.

A certificate in Gerontology is offered jointly with the University of California, Irvine and the curriculum is designed to benefit persons providing services to the elderly, such as dietitians, teachers, nurses, counselors and senior citizen center administrators.

In its two years, more than 10,000 people have become involved involved in the Emeritus Institute classes and its associated programs have impacted an estimated 80,000 people in and beyond Orange County. Some of the sites include: Oasis; Newport West; GoldenTime; Delmar Mob Home; Sea-Cliff Village, Murdy Park and Westminister. In addition, Coastline Community College operates Telecourses which reach most of the older adult population.

Financing

The State government provides 5 percent of the funding and the Federal government provides 5 percent. Ninety percent of the program is funded by the institution. Private donors provide about one percent of the funding. Fees charged to participants are at a reduced rate and most of the credit classes are free.

Effect of Proposition 13

1. Staff cut of 30 percent.
2. Curtailed proposal writing for federal and state matching funds.
3. Cut on mailing programs and information outside.
4. Cut outside potential funds of 50 percent for new programs.

The Emeritus campus is headed by theAssociate Dean of Community Activities. Plans for the next two years are to develop quality as versus quantity in the program. Innovations will not be made at this stage.

Characteristics of Programs at Long Beach City College

The Senior Studies program seeks to offer a broad range of regular general education courses as well as those specially designed to meet the interests of older students. There are classes structured for seniors who are seeking new directions and personal growth. The Senior Center is organized to serve the older population with a wide choice of educational and self-enrichment opportunities.

The Senior Center is located on the Pacific Coast Campus, 1305 E. Pacific Coast Highway. This Center is designed to help the senior adult (62 and over) to:

1. Discover life-enrichment through classes, lectures and tours.
2. Gain new understanding of self.
3. Expand their horizons through involvement.
4. Gain new information to provide greater options for Education, employment and volunteer activities.
5. To explore the world of growth, and awarenes.
6. Remain a vital part of society.

The program offers:

1. Assistance in Registration.
2. Class selection counseling.
3. Personal referral to advisors.
4. Orientation classes to college and community.
5. Information about campus activities and programs.
6. Sharing skills, interest and friendship.
7. Opportunities to serve the community.

Eligibility: 62 years or over and living in the Long Beach area.

"The World of Travel" program is a geography class tour to historical and cultural sites in Southern California. Places of interest that are visited during the year include: Getty Museum, El Pueblo, Museum of Natural History, Botanical Gardens, Thums Island and the Music Center. The sites change in accordance with six week sessions and new sites are added during each new six week session. This is regarded as a regular class and attendance at each class is required.

The Senior Center at Long Beach offers opportunities for "lifetime learning." Special classes as well as a variety of regular classes are offered at the Pacific Coast campus. They include art, music, sewing, psychology, law for everyday use, consumer health, world affairs, history of women, physical fitness, crocheting, quilting, creative cooking, furniture upholstery, vocabulary building, weaving and arts and crafts. Other special classes are offered on personal investments, college and community opportunities for seniors, and on real estate principles.

These classes are offered on a semester basis and are subject to change each semester. Various sites in the community are also used as classrooms - North Long Beach Christ Church, Houghton Park, Bixby Park, etc. The Senior Center, in association with Senior Opportunities and Services, have compiled a directory of services for older Americans in Long Beach. Senior Opportunities and Services is located at 406 E. First Street, Long Beach. This is a non-profit organization dedicated to meeting the needs of many seniors in the Long Beach area. It is funded by Community Services Administration

through the city of Long Beach.

The S.O.S. staff negotiates on behalf of senior citizens' problems relating to food, medical care, transportation, housing, Social Security, Veterans' Affairs, employment, recreation and education. A group of specially trained Field Representatives and volunteers visit senior citizens who are unable to visit the center.

Many older citizens are not aware of services available from other agencies. The S.O.S. program of Information and Referral puts senior citizens in touch with solutions to the crucial problems of Social Security, medical, legal aid, home care, etc. The objective of S.O.S. is to bring about higher standard of living and self sufficiency to Older Adults. The Consumer Service tries to answer consumer inquiries, clarify misunderstandings about seniors to fraudulent misrepresentation and disseminate informative publications. Services here include: Food Stamp Programs and Better Business Bureaus.

Counseling Services of various kinds are offered at several locations. Some of these include Family Service of Long Beach, Women's Community Resource Center and the Department of Health, State of California.

Educational courses are offered at several Long Beach City College Extension Campuses. The National Retired Teachers' Association and the American Association of Retired persons provide retired persons with an opportunity to continue learning and to visit with other retired persons. Correspondence courses are also available through the Institute of Lifetime Learning. Special recruiting efforts will soon be in operation as CETA is sponsoring a recruiting program. This process will be to go into the community and talk to older people and get them involved in the program.

Financial assistance is provided at several locations including the Department of Public Social Services, County of Los Angeles, Social Security Administration and the Salvation Army. Most of these programs provide district, general relief, medical assistance and food stamp programs as aids.

Legal aid covers civil matters such as bankruptcy, consumer contracts, divorce, housing, support and welfare.

Library privileges are provided at the main library and several branch libraries in the area. A bookmobile program is also in operation.

Meals on wheels deliver hot dinner and light supper to shut-ins in the community.

Transportation services are provided by the American Cancern Society, Community Volunteer Office, the Jewish Community Center and the Long Beach Public Transportation Company. Services include emergency transportation for ambulatory seniors, bus passes for reduced fares for seniors.

The Long Beach City College, in association with St. Mary's Senior Services have organized a discount program within the business community. "Aid a Senior Discount" sponsors automotive sales and service, entertainment, florists and giftshops, general merchandise, general services, grocery stores, household furnishings, personal grooming, pharmacy and medical equipment, restaurants and travel.

Long Beach City College also provides special tuition plans and reduced fees for services and events on campus. A tuition of $3.00 will provide a student body card that allows seniors to participate in all of the educational services offered on the campus. In regards to both tuition and reduced fees for events on campus, fees are waived for those who cannot afford the amount.

Financing

The Long Beach City College program is funded by regular funding of the college, however, special efforts have been made for state funding which is about 50 percent, and for local government funding which is 25 percent.

Proposition 13

Proposition 13 has not had much effect on the program this year, However, there is apprehension for next year. Student body fee for seniors is going up from $3.00 to $5.00. Fees will also be charged in other programs such as crafting. There will, however, be a waiver clause for those who cannot afford the amount.

The Senior Center of Long Beach City College is headed by a director that reports to the Dean of Continuing Education. Plans for the next 2 years include expanding the program, adding more classes and moving to a larger center.

Characteristics of Older Adult Programs at Saddleback Community College

Saddleback College and its Emeritus Institute are located at 28000 Marguerite Parkway, in Mission Viejo. The Emeritus Institute for Lifelong Learning was plannned by the Division of Health Sciences and Gerontology at Saddleback College and the Emeritus Council, an advisory group for the Gerontology Program and Emeritus Institute.

The Institute is designed in order to meet the educational needs of older adults. The wealth of expertise of retired persons in the community is brought to the classroom as both teachers and participants.

The Emeritus Institute meets the following objectives for older adults.

1. Provides more complete educational opportunities and services both on and off campus for the older community.
2. Responsiveness to the appropriate education environment includes low-income, minority, and handicapped older persons, schedules at times and places convenient to the older person and develops simplified and relaxed approaches to psychological barriers such as registration, tests and classroom facilities.
3. Provide services through the establishment of an on-campus site for coordination of transportation service and the use of peer counselors, information and referral services, employment services and cultural events on and off campus.
4. Advance placement in degree and certificate programs.
5. Develop age integration - young student participation in older adults activities and courses and vice versa for older adults.
6. Develop new career programs for the older person consistent with opportunities - both voluntary and paid.

Added to these important undertakings, the program develops opportunities which fit the needs, interests, and circumstances of older learners in the community, especially so that their abilities, talents, and accumulated wisdom and knowledge are not lost. There is the need to conserve, develop, and utilize the potential of this untapped resource and herein lies one of the important principles of the Emeritus Programs.

The Curriculum of the Emeritus Institute is planned by the elderly through the Emeritus Council structure, and it is implemented based on stated needs of the elderly,

taking into account subjects, type of presentation, facilities, location and transportation.

The curriculum covers over a hundred subject titles under both the instructional and community services areas. Courses range from experiential learning projects, to personal business, estate planning, investment, stock market fundamental's analysis, consumer and health education, nutrition, widows and widowers, body rhythm, being a grandparent, energy rsources, languages, fundamentals on aging, psychodynamics, physical fitness, ballroom dancing, travel, and better living. There are also a vast number of sites where classes are conducted. The institute also utilizes the results of an on-going survey of the older adult population of the district to develop and present courses. Short-term seminars and lecture series are also provided at most of the sites.

In addition, the Emeritus Institute provides fixed income counseling. All area residents who are on a fixed income are eligible for counseling. This project is funded by ACTION and sponsored by the college. Counseling is done through small group counseling sessions and in some cases, on a one-to-one basis. Monthly information sheets are distributed to Senior Centers, Senior clubs and other outlets. Specially trained professional and community volunteers do the counseling.

The subject matter usually includes information on one or more of the following (depending on the audience): Loans and Mortgages, Legal Rights, Social Security, Personal Finance, Tax Information, Food and Nutrition, Banks, Medicare/Medical, Consumer Fraud, Insurance and Housing. There are also health tips for older adults such as choosing a doctor, medication, emergency and safety.

Referral Counseling is also provided. These include psychological counseling, dental services, employment opportunities, home-delivered meals, home-making services, consumer protection, advocacy groups and bus service.

ACTION programs in the community also include:

1. Retired Senior Volunteer Program
2. Senior Companion Program
3. Foster Grandparent Program

The Emeritus Insititute offers classes that are tuition free with the exception of classes held on Saddleback Campus that earn units of college credit. Here a required health fee of $5.00 is charged. There are no fees for classes held in locations other than Saddleback campus. Saddleback College has a comprehensive gerontology program that is designed to meet the needs of career oriented students as well as those individuals at any age who take courses for personal interest, including older adults.

Financing:

The Emeritus Institute programs at Saddleback College are financed the same as other programs in the college. The assistant director of the program could not provide any breakdown about funding.

Proposition 13

The effect has been very minimal as all course work is being continued. However, there is now a limit of students to courses. Students also pay for supplies just as any other person would be required to pay. When the Unified District dropped 145 Adult Education programs, the Emeritus Instute picked up these programs.

The Assistant Director of the Division of Health Sciences operates the program and answers to the Dean of Continuing Education.

Plans for the next two years will include meeting the needs of the community that is comprised of 4,000 individual students and a class enrollment of approximately 7,000.

Characteristics of Santa Monica College Programs

The Emeritus College is located on the campus at 1900 Pico Boulevard, Santa Monica, California. The College serves those 55 years or older. The curriculum is made up of courses which are designed to serve the unique needs of men and women who are now in or are now preparing for retirement.

The program is dedicated to "Lifelong Learning" and for those seeking continued personal growth through creative use of their leisure time in a stimulating intellectual and socially congenial atmosphere.

The Emeritus College has gone through a critical change this summer due to the financial effect of proposition 13. Therefore, any mention of the characteristics of this program should take this factor into consideration, and the fact that the program still exists is a compliment to the concern and dedication of some open-minded people (Board of Trustees) who took a strong stand in support of the program for older citizens.

The program has now been trimmed to 55 courses and the Board of Trustees hopes that the program will continue through this difficult period. The curriculum of the Emeritus College still contains several courses in both the instructional and community services area despite the trimming process.

The instructional courses are provided under the self-improvement or leisure-time courses, and also some short-term residential courses. Some courses provided are Music Appreciation, The Art of Problem Solving, Conversational Spanish, Contemporary Affairs, The Bible as Literature, Writing for Publication, Interpersonal Relations, Drawing and Painting Workshop, Needlecraft, Healthful Living, Law and How to Use It, Personal Growth and Public Communication (News Media).

Community services courses are provided under legal services programs, educational services and recreational/cultural programs.

The Legal Services Program - provides classes that meet 2 hours a week over an eight-week span. Issues discussed here covers landlord/tenant relationship, will, probate and estate planning, etc. These courses are taught by a lawyer, on a general basis for awareness purposes. However, special legal aid services are provided at voluntary action centers.

Educational services - include special recruiting services which is done by mail and speaking engagements. Special tuition plans provide reduced fees for instructional classes and library privileges are provided with the use of the Gold Card.

Recreational and Cultural Programs - offer a variety of courses such as "Body Conditioning", "Tai Chi Chih Yoga", "Fifty Plus and Fit Again" and cultural activities in theater arts, art gallery displays and planetarium shows.

Fees

In direct response to the community needs, the Board cut the mandatory fee as low as possible in the hope that many of those on low-income could still participate. The Emeritus College Special Account donated by the Santa Monica Rotary Club is

available for grants to those in need. The recommendation being that students be given an opportunity to pay as much as they were able and the difference made up by the fund in order that the money can be extended to more Emeritus College students.

The Emeritus College also provides referral services to other organizations in the Community that are devoted to helping the older adult.

The Santa Monica Westside Hot Line is open 24 hours a day to provide crisis counseling services.

A free breast examination training center is currently operating at the Memorial Hospital in Culver City. (Breast Cancer is the single most important cause of death for women over 40. Survival rates are high when detected early.)

Peer counseling is provided free for older persons residing in the greater Santa Monica area, West Los Angeles and Venice areas. The Health Screening Clinic provides this service, and it is designed to give a greater sense of independence and self-esteem.

The Emeritus College provides classes and lectures at several facilities apart from the College campus. There are over 25 such facilities - all located in the Santa Monica area. This proximity relieves some of the transportation problems and helps serve those who live quite a listance from the college, since registration and recruiting is also done by mail.

Financing

All Statefunds for this program have been withdrawn except for some instructional fees. Local support is about 25 percent. Private average is about 23 percent and fees charged to participants also average from 25-75 percent of the funding. The effect of proposition 13 on this program has been very devastating. 40 percent of support from the State was entirely eliminated and 60 percent of the Local Board/Local taxes eliminated.

After the passage of Proposition 13 the summer session of 1978 was cancelled, but the Emeritus College Advisory Board and the Santa Monica College Administration

spent the summer working out plans to make the financial impact of the program as bearable as possible.

The Dean of Community Services will provide the umbrella for the program to work under from now on. Once under the Vice President of Instruction, thus allowing state support, the program was, of necessity moved to Community Services.

The Dean and Director will be working to insure the instructional nature and quality of the program regardless of the change. Arrangements are being made for a fund raising campaign.

Plans for the next two years are to let the program become completely self-supporting in order to avoid elimination of the program.

Characteristics of West Los Angeles College Programs

The West Los Angeles Community Services Lifelong Learning Center is located at 4800 Freshman Drive in Culver City.

The program provides cultural, educational and recreational programs to older adults 60 years or over. These activities are held on campus and at numberous locations throughout the college service area. Older adults are invited to enquire about the lifetime Gold Card which serves as complimentary pass to community services events. Special programs for older adults at West Los Angeles College are divided into two areas, special events and non-credit classes.

Special Events

Flysheets or notice boards carry information about special activities that are forthcoming. Mostly these are in areas that can be of assistance to the older adult. One of the concerned areas is assistance in the preparation of income-tax forms, free by Volunteer Income Tax Assistance Program (VITA). The calender of events changes according to coming needs and events.

Non-Credit Classes

Non-credit classes are divided into several areas :

1. Professional Development classes - include classes such as How to Start your Own Business (Co-sponsored with U.S. Small Business Administration), Business Loans, ABC Shorthand, Interviewing and Job Search.

2. Personal Development Classes - include areas in self-hypnosis and self discovery through classes such as art and music.

3. Creative Leisure Classes - are in the areas of bridge, photography, cooking, needle-point and genealogical workshops.

4. Cultural and Intellectual Appreciation Classes - cover "Adventures in Dining Around the World". Here participants visit new restaurants representing some different countries with more exotic cusines. A fee is charged for this class and therefore, it is adivisable to call for details.

5. Community Service classes - cover "Seconds Can Count", Volunteer Income Tax Assistance", and Common Sense Self Defense" courses.

6. Practical Living Skills - are in areas concerning home repairs and quality (learn how to judge quality from expert's classes on automobiles, jewelry, real estate, etc.).

7. Health maintainence classes - are in the areas of Yoga and Breast Self-Examination.

8. Recreational Accomplishment classes - covers "Backpacking and Wilderness Travel", "Ballroom Dancing", "Disco Dancing", "International Folk Dancing for Senior Adults", "Jazz Dancing" and golf and tennis classes.

Registration fees are reduced by 50% for senior adults (60 plus and retired) who have purchased a senior citizen's discount card costing five dollars from any district college. However, those who cannot afford the fee are given special consideration of a waiver.

Financing

In 1957, the California Legislature authorized a permissive tax override to fund community service programs. Local community college boards of trustees were enpowered to tax up to five cents on every $100 of assessed property valuation. With this special purpose tax, community colleges offered community services programs to the older adult and to the general public at little or no cost.

The passage of Proposition 13 abolished the community service tax and now West Los Angeles College non-credit class fees have had to be increased. Participant's fee

now must cover direct and indirect program costs.

Effect of Proposition 13

There will no longer be a separate program for older adults on this campus due to budgetary reductions and personnel reassignments resulting from Proposition 13. The older adult program has now been merged with the general non-credit classes.

Classes which are specifically geared to the interests and needs of older adults will continue on a smaller scale. Classes which were held off-campus at convalescent hospitals, retirement hotels and senior citizen's centers will continue under the conditions stated in the new Gold Card Policy (August 2, 1978). That is, all fees except non-resident fees associated with any college activities are to be reduced by 50% for senior adults or retired persons who have purchased as senior citizen's discount card from any district college (Los Angeles Community College District). The new policy will be to charge $5.00 per year for each card and reduce fees by 50% for card holders. Card purchases will be for the fiscal year 1978-79. The reduction applies to all fees for classes and events but not to material fees.

The unit's new name is Community Services, and the project director answers to the Assistant Dean of Community Services. Plans for the next two years will be to keep the program going.

Highlights of Proposition 13

A staff presentation, "Community College Finance Plan, Status Report," was prepared by Charles McIntyre, Director of Analytical Studies, for the Board of Governors of the California Community Colleges, October 1978. In this presentation section "c" dealt with "Preliminary Review of Community College Response to Proposition 13." Some of the highlights in this section that could affect programs for older adults directly or indirectly are:

1. Budget reductions have been made this year in all 70 districts and 106 colleges. On a state wide average budgets for 1978-79 are estimated to be nearly 10 percent below 1977-78 budgets.

2. Withdrawal of state support for certain non-credit courses.

3. Proposition 13 has had significant impact on community college program offerings. Program areas most affected include community services, summer session, noncredit instruction and off-campus outreach, and some reductions in program options. These conditions could affect the quality of programs if left unattended for any long-term period.

4. Propostion 13 eliminated the 5 cent community service tax authorization As a result community services' budgets have been cut by an average of 75 percent, according to a recent survey conducted by the California Community College Community Services Association. At lest 21 colleges had all community services programs and staff eliminated. Colleges have instituted user fees for community service offerings. Free programs and services have been eliminated (in most cases) particularly cultural events (theatre, art, music, and dance), public events (films, lectures, health seminars), and other support programs. The trend appears to be to place all community service activity on a self-supporting basis.

5. In the areas of non-credit courses, offerings were reduced or instituted on a fee basis. A survey by the population research unit of the Department of Finance indicated that six districts planned to continue their full non-credit program on a non-fee basis, thirty districts established fees for these courses, four districts eliminated all non-state supported courses, nine districts made selective non-credit course reductions, while three districts eliminated the noncredit program entirely.

6. There is some indication that student services have been reduced significantly. Such cut-backs have meant reduced peer counseling programs and other service reductions for the older adult-student. Also many colleges have reduced or eliminated the noncredit program entirely.

6. There is some indication that student services have been reduced significantly. Such cut-backs have meant reduced peer counseling programs and other service reductions for the older adult-student. Also many colleges have reduced or eliminated off-campus outreach programs, primarily due to reductions in part-time faculty.

7. The impact of Proposition 13 on student enrollments is still uncertain, although it is evident that there will be a decline from last year's levels. A five percent deadline is expected from last year's 65,778 students. (Decline is expected to be greater in Northern California.) It is expected that much of the enrollment loss will be in non-credit courses. This is due both to the charging of fees in certain non-credit courses and to the reduction of course offerings in the non-credit program.

8. It is expected that the part-time, older students will constitute the majority of enrollment loss. This should tend to lower the average age of college students, which had reached an average age of 27 years.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Many real accomplishments have so far been stated about the older adult and the programs that serve the older adult. In a general sense, older adults are beginning to benefit from the broadened attention of the concept of life-time education.

In both the review of the literature and the six programs studied, it was found that programs for older adults were needed, it was workable and it had contributed to the well-being of older adults. Several Community Colleges in Southern California and also Community Colleges in other states, with special programs for older adults were found to have touched and perhaps changed the lives of many older adults residing in their geographical areas. Some of the programs have become permanent in their colleges, and they are providing older adults with opportunities for new starts, fulfilling old wishes, and providing older adults with new attitudes about themselves. Participation in academic courses, methods and procedures in arts and crafts, or needed social activities, have all captivated many particpants.

Efforts to bring older adults out of an isolated environment, was a major goal for most of the programs visited in the Southern California area. As part of the community service function, new college relations have been established by most of these colleges with organizations serving the elderly throughout their communities. Leaders in these organizations also appear to have been stimulated to continue with activities intitially introduced through the community college program.

It was also recognized that the aging for the most part do not have similar goals to those of the traditional student. They are not interested in grades and tests, etc., but are interested in learning. They are also more at home among their peers and have interests in a variety of classes and programs.

In review of 55 Southern California Community College Catalogs for special programs

for older adults, nineteen were found to have special programs for older adults. Of the six colleges visited, some had from fairly good to very good programs. The effect of Proposition 13 on programs that were funded as any other community college program was minimal, but devastating on programs that were funded separately. In most of the programs, however, the effect was felt one way or another. From reduction in outside funding, decrease in personnel, to establishing fees for non-credit courses, reducing or eliminating off-campus programs, eliminating summer programs, eliminating special programs not funded by state and eliminating other community service programs and older adult recruitment programs, the effects were far reaching.

Most of the community service programs designed for older adults were academic in nature, serving to facilitate re-entry and participation into higher education. Most of the programs studied cited special tuition plans and extended library privileges. Other frequently mentioned services included: reduced fees for services or events on campus, recreational or cultural programs and the use of meeting, recreational or vocational facilities. Some of the programs had minimum age requirements for participation into their programs and for the special benefits or discounts that were designated for older adults.

The primary source of funding has changed with the effect of Proposition 13. Primary funds most frequently are now from institutional sources and programs for older adults are now mostly financed as other programs in the colleges investigated. Closely following this were fees charged to participants. Help from state and local governments is now very minimal. Some of the programs are trying to be self-sufficient in the next few years in order to survive.

In regards to plans for the next two years, frequent was found in finding ways to keep the program going financially. Also mentioned were the need for quality versus quantity and the need for bigger space for class and office areas.

The organizational unit directing the effort of most of the programs were under various departments in the institutions. These ranged from the Continuing Education program, the Community Services program to that of the Downtown Campus and the Division

of Health and Sciences. The program director reported often to the deans of these departments.

Finally, several studies now exist on what other community colleges are doing for older adults. Few were cited in the review of the literature. Also, other valuable information is now available that can be of guidance to colleges wanting to start a program for older adults. A large body of research is also available that deals specifically with issues about older adults. This information needs to be disseminated in order to provide new horizons for older adults.

Conclusions

Statistics about the aging indicate the need for specific action in order to alleviate a national problem and to find ways to make use of the vast national resources of the aging that are presently untapped.

Current research also indicates that older adults can learn and learn well, that there are many areas of needs among older adults that can be met through education and that education for older adults needs a different approach and philosophy than education for the young.

Many problems faced by older adults cannot be resolved until understanding is gained and attitudes are changed. It is therefore necessary for the success of any older adult program to change the image of aging within the community it serves, as older adults have a wide range of interests than they are generally given credit for.

A need also exists for educational programs to recruit the talents and expertise of older adults and to better qualify persons who work with older adults.

An investigation of Southern California Community College programs for older adults revealed that most of these colleges are still focused on their traditional objectives of preparing the young for life. However, older adults are beginning to benefit from the broadened attention of the concept of lifetime learning. The six programs studied showed that Southern California Community Colleges are playing a vital role in providing educational opportunities and services for older adults. That interest,

once aroused, does not vanish and is to be found among some of the community colleges who found ways and means to continue their programs when Proposition 13 stopped state and local tax support. Some of these colleges however, have found ways to make their offerings a permanent part of their services to their communities. Most of the Southern California Community Colleges studied started their programs based on another Southern California Community College program for older adults. They took note of the success of their colleague's programs and moved ahead with comparable activities for their own communities.

The results of this investigation indicate that some Southern California Community Colleges are alerted to the educational needs of older adults and that their services to this segment of the population will increase in the years ahead. Lifetime learning has attracted their interest and thus promises more attention to older adults in the future. Finally, this investigation found that the desire to learn is not limited to any particular age and that older adults desire educational services.

Recommendations

1. There is a need to conserve, develop, and utilize the potential of older adults. In order to do so,higher education in serving the elderly should develop new curriculums, different methods and techniques of instruction and embrace altered philosophies about the elderly. Opportunities should be developed which fit the needs, interests and circumstances of older learners so that their abilities, talents and accumulated wisdom and knowledge are nc lost.

2. Older members of the community should be involved in the planning, development and instructional implementation of educational programs for older adults either as members of an advisory council, or as participants. Ideas from older citizens are vital for the success of the overall program. Also,efforts should be made to attract and recruit the elderly to act as instructors and speakers in order to ensure responsiveness to their interests and needs.

3. Educational programs for older adults must adequately assess the needs of the population they serve. Most older adults live on limited budgets and cannot afford

tuition or other charges except on a minimum basis. If there is a charge, this should either be reduced, waived in particular cases, or eliminated, if any significant number of older adults are expected to participate. A significant program of scholarships and loans need to be instituted for older adults. Facilities, locations and transportation must be given considerable attention. Classes should be offered as close as possible to where older persons are living with adequate parking and public transportation available. Buildings should be accessible for persons with mobility problems and rooms should be located on ground floors or close to elevators. Whenever possible, classes should be held during daylight hours.

4. With the passage of Proposition 13 in California, care must be taken to assure continued support of programs that were initially begun under a foundation or government grant. Consideration must also be given to the question of whether some of the recent programs for older adults can be incorporated into the general institution's budget and funded as other programs in the institution? Various monies coming from outside sources can also be used to develop and support older adults' programs.

Because Proposition eliminated the local tax base that supported some of the programs for older adults, all courses that are not essential to the welfare of older adults should be eliminated so as to ease the financial burdens on the institutions that are affected.

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APPENDICES

Appendix A

A List of Southern California Community College Catalogs That Were Reviewed:

1. Atelope Valley College
2. Bakersfield College
3. Barstow Community College
4. Cerritos College
5. Cerro Coso Community College
6. Chaffey College
7. Citrus College
8. Coastline Community College
9. College of the Canyons
10. College of the Desert
11. Compton Community College
12. Crafton Hills College
13. Cypress College
14. East Los Angeles Colleges
15. El Camino College
16. Fullerton College
17. Glendale Community College
18. Golden West College
19. Grossmont College
20. Imperial Valley College
21. Long Beach City College
22. Los Angeles City College
23. Los Angeles Harbor College
24. Los Angeles Mission College
25. Los Angeles Pierce College
26. Los Angeles South West College
27. Los Angeles Trade-Technical College
28. Los Angeles Valley College
29. Marymount Palos Verdes College
30. Mira Costa College
31. MoorPark College
32. Mount San Jacinto College
33. Mount San Antonio College
34. Orange Coast College
35. Oxnard College
36. Palomar College
37. PaloVerde College
38. Pasadena College
39. Porterville College
40. Rio Hondo College
41. Riverside City College
42. Saddleback College
43. San Bernardino Valley College
44. San Diego City College
45. San Diego City College (Evening)
46. San Diego Mesa College
47. San Diego Miramar College
48. Santa Ana College
49. Santa Barbara College
50. Santa Monica College
51. SouthWestern College (Chula Vista)
52. Taft College
53. Ventura College
54. Victor Valley College
55. West Los Angeles College

Appendix B

A List of Southern California Community Colleges With Special Programs For Older Adults

1. Bakersfield College
2. Cerritos College
3. Coastline Community College
4. Fullerton College
5. Grossmont College
6. Los Angeles City College
7. Los Angeles Harbor College
8. Los Angeles Mission College
9. Los Angeles Southwest College
10. Los Angeles Trade Technical College
11. Los Angeles Valley College
12. Long Beach City College
13. Mira Costa College
14. MoorPark College
15. PaloVerde College
16. Riverside City College
17. Saddleback College
18. Santa Monica College
19. West Los Angeles College

Programs That Were Selected and Visited

1. Bakersfield College
2. Coastline Community College
3. Long Beach City College
4. Saddleback College
5. Santa Monica College
6. West Los Angeles College

Appendix C

COMMUNITY COLLEGE SERVICES FOR OLDER ADULTS

As we move along the list, please give characteristics of any of the programs or services that are offered at this college. Also indicate if there are requirements for participation.

I. Instructional Services

Educational programs specially designed and organized to serve older adults (approximately 55 years of age).

1. Courses geared towards a second career.
2. Pre-retirement courses.
3. Self improvement or leisure-time courses.
4. Short-term residential courses.
5. Other: please specify.

II. Community Services Especially Designed to Benefit Older Adults

1. Vocational counseling program
2. Social counseling program
3. Legal services program
4. Medical and Psychiatric services program
5. Institutional Services
   - (a) Food services privileges
   - (b) Special transportation services
   - (c) Living accomodations
   - (d) Use of meeting, recreational or vocational facilities
   - (e) Other: specify
6. Educational Services
   - (a) Special recruiting efforts
   - (b) Special admissions policies
   - (c) Special tuition plan
   - (d) Academic counseling
   - (e) Library privileges
   - (f) Other: please specify
7. Reduced fees for services/events on campus
8. Recreational/cultural programs
9. Other: specify

III. Financing

If special efforts for older adults have been made at your institution, please indicate the one(s) below.

	Approx % if known
1. Local/State Government	_____
2. Federal Government	_____
3. Institutional funding	_____
4. Private donors	_____
5. Fees charged to participation	_____

What effect is Proposition 13 having on financing the programs at this college?

IV. Organization

Is there a formal organizational unit on your campus that has responsibility for coordinating or directing your institution's efforts to serve older adults?

1. What is the name of the unit?
2. To whom does it report?

V. Plans

What specific additions or changes are planned for the next 2 years?

Please provide me with copies of brochures or other literature you may have about any of the programs referred to in this interview.

Person being interviewed_____

Office_____

Phone_____

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